MARGINALIA

The newsletter of the University of Connecticut chapter of the American Association of University Professors quotes a candidate for chapter president:

" 'During the present crisis our chapter must descend the interest of all bargaining unit members and uphold UConn's reputation. . . .' "

You're sure that's the way to do it?

■

Headline in *The Daily Egyptian*, the student newspaper at Southern Illinois University:

DINNER CONCERTS
TO FEATURE FOOD
OF PAST 15 YEARS

We hate leftovers.

■

Memorandum from a dean at the University of South Carolina at Columbia:

"The wrong January 9, 1992, report from the College Curriculum Committee was enclosed with the agenda. Please replace the attached report concerning cultural awareness requirement in lieu of the other January 9, 1992, memorandum.

"We apologize for the inadvertent mistake."

As opposed to the purposeful kind?

■

We've mislaid the source of the flier from which this message was gleaned:

HELP US TO
END SUFFRAGE!
JOIN
AMNESTY
INT.

■

Notice in *The Green Sheet*, a newsletter at the College of DuPage:

"The Inservice Development for Administrators Committee, in conjunction with Health Services, will offer training in CPR (cardiopulmonary resuscitation), the Heimlich maneuver, rescue breathing and the unconscious choking victim. . . .

"Each participant will be issued his or her own individual mouth pieces and lungs."

They'll come in handy.

■

From the Florida State University's *Florida Flambeau:*

"The ACC's top-five teams (Duke, Florida State, North Carolina, Georgia Tech and Virginia) can boast of conference records at or above 500—a mark that virtually assures invitations to the NCAA Tournament. So the automatic bid that goes with a victory this weekend will likely go to a squad that's already been assured a birth.

"But as they say, anything can happen."

That's *enough*.

—C.G.

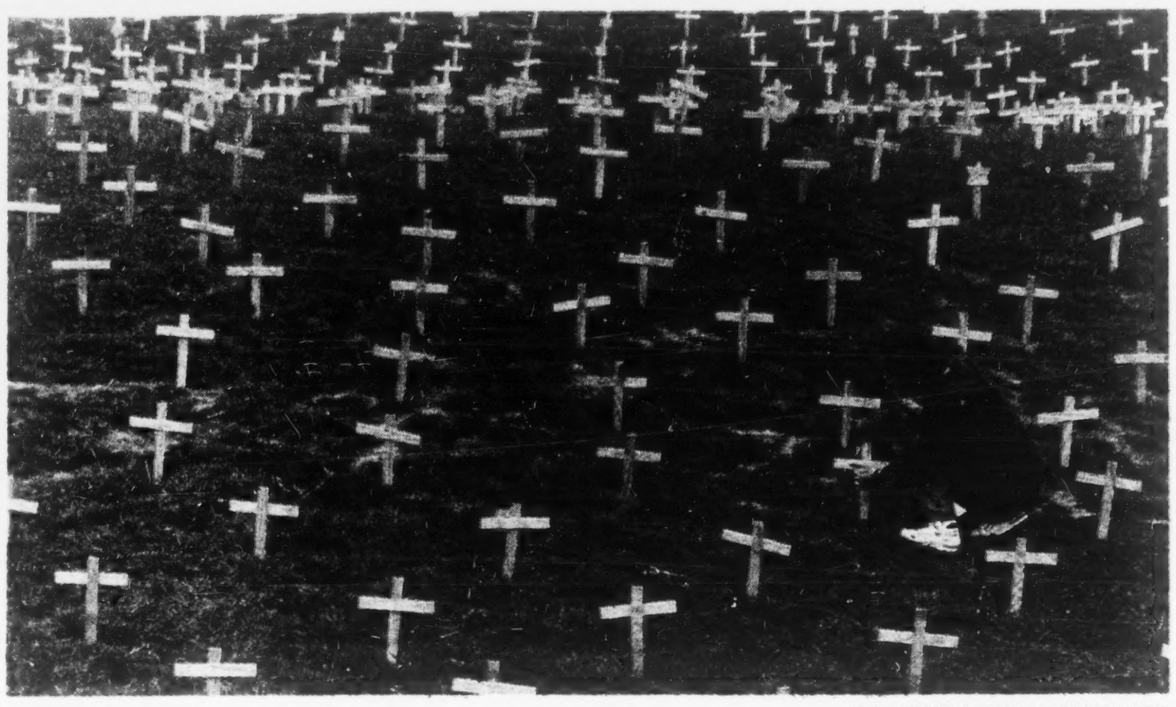
In Brief

Rutgers faces suit over privacy issue

TRENTON, N.J.—Six current and former students sued Rutgers University in federal court last week, claiming that the institution violates students' privacy rights by misusing their Social Security numbers.

The students contend that the university collects lists of Social Security numbers without informing students that they don't have to disclose them. The suit claims that the university's practice is illegal under the federal Privacy Act of 1974. The students claim that the university has been careless in distributing the numbers, allowing them to be used on class rosters.

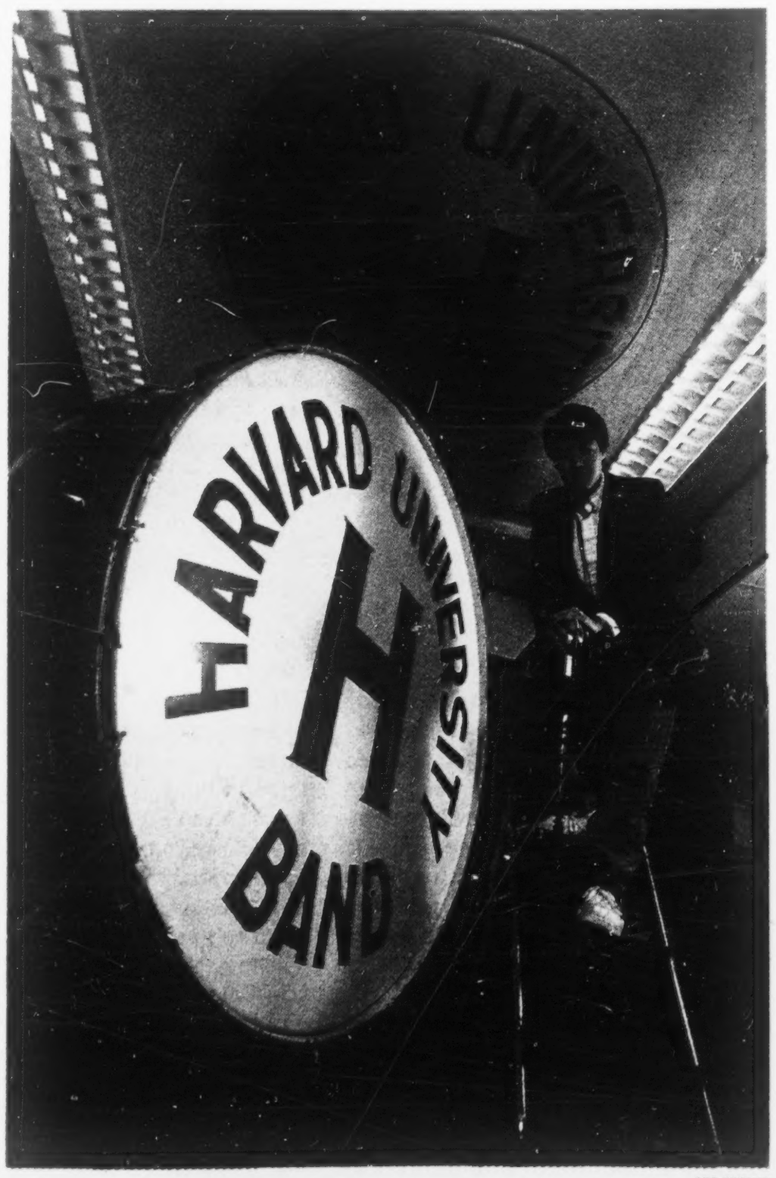
The suit, which is scheduled for a hearing next month, asks the court to bar the university from further use of the numbers. A university spokesman said Rutgers was concerned about safeguarding the numbers, but did not consider itself a government agency subject to the privacy act. ■



GLENN HARTONG, THE CINCINNATI ENQUIRER

Abortion foes design 'place of mourning'

CINCINNATI—A student organization at the University of Cincinnati that opposes abortion erected 2,200 crosses and Stars of David on the campus to symbolize one half of the number of abortions it says are performed in the U.S. each day. Jackie Bough, president of Students for Life, said that the display was intended to "create an awareness" of the issue and be "a place of mourning, not a place of protest." A university spokesman said about 35 faculty members had registered their disapproval, and an equal number of area residents had telephoned to express support. ■



JOE WRINN

Harvard's drum to get its boom back

CAMBRIDGE, MASS.—The Big Bass Drum of the Harvard University Band, a fixture at football games, will undergo repairs to restore its booming sound.

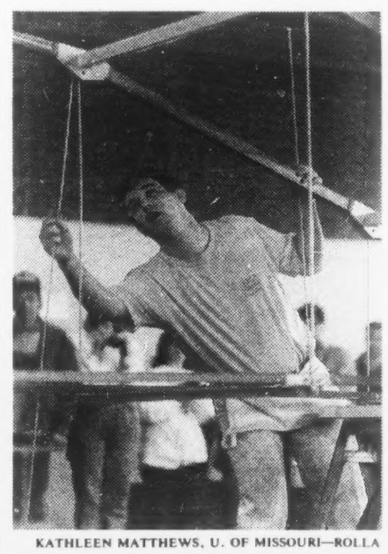
The cowhide of the drum, which was made in 1955, is warped and its sound has deteriorated. A California company will restore the drum without charge. The band, with the help of student manager Victor W. Hwang (*above*), is trying to raise the estimated $4,000 in shipping costs. ■

Steel-bridge contest tests student engineers

ROLLA, MO.—Civil-engineering students from six Midwest universities competed at the University of Missouri's campus here to see who could design and build the best model steel bridge.

Teams of up to six undergraduates and graduates from each institution spent several months developing plans and constructing models. The 20-foot bridges were judged for their strength, weight, construction cost, and other factors.

David Vollenveider (*right*), a senior at the University of Missouri, helped assemble the bridge that proved to be the winning entry. The event was sponsored by the American Society of Civil Engineers and the American Institute of Steel Construction. ■



KATHLEEN MATTHEWS, U. OF MISSOURI—ROLLA

DePaul U. moves classes after flood

CHICAGO—DePaul University moved classes for about half of its students to a downtown building after two of the university's classroom buildings were closed because of the city's underground flood.

The move affected about 400 faculty and staff members and 3,500 students in business, law, and the liberal arts. It is unclear whether the institution will be able to move classes back to the main campus by the end of the academic year in June. ■

Correction

■ Because of incorrect information supplied by the U.S. Department of Education, a table showing 1990 enrollment figures for the University of Michigan at Flint (*The Chronicle*, March 18) also included data for the university's Dearborn campus. At Dearborn, total enrollment was 7,684, and the distribution by race was as follows: American Indian, 0.6 per cent; Asian, 3.4 per cent; black, 6.5 per cent; Hispanic, 1.8 per cent; white, 86.8 per cent; and foreign, 1.0 per cent.

At Flint, enrollment was 6,593, and the distribution by race was as follows: American Indian, 1.0 per cent; Asian, 1.1 per cent; black, 7.5 per cent; Hispanic, 1.4 per cent; white, 88.9 per cent; and foreign, 0.0 per cent. ■

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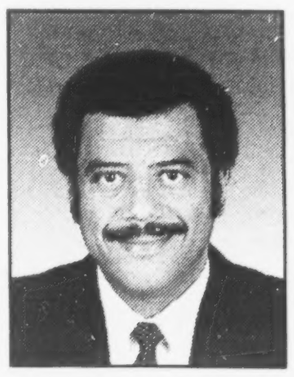
Advertisement

The Learning Society:
Libraries Without Books?



By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.

I ended my last column with a question: Given the power of electronic information retrieval, will our libraries become tomorrow's ghost towns?

My answer is—not likely. After all, we humans like to look at one another. We like to talk and share ideas. The library will still be a place for research and study, offering both individual computer workstations and conference rooms. It will still be a gathering place and a center for scholarly collaboration, with the librarian acting as a key player on any research team.

Moreover, libraries will continue to house and preserve both print and electronic materials for decades to come. Tomorrow's library will not be literally a library without walls. And for the foreseeable future, it will certainly not be a library without books.

That's probably not what you expected to hear from a specialist in educational technologies. But to appreciate the immense power and potential of electronic "knowledge management," we must also be realistic about its limits.

Some of the most important work we do in education involves grappling with meanings embedded in texts—meanings that can't be teased out of a text by means of automated retrieval, even with the most advanced software. Machine-readable texts may help us to search for key words, identify patterns, or establish relationships with other texts. And multimedia applications can certainly enrich a document with images and sounds. But the process of engaging with a text, of making it come alive within us, cannot be automated.

Over time, of course, more and more texts will become machine-readable. More and more collections will be accessible electronically. But in my view, faculty and students will always want access to bookshelves. They will always want to browse.

In practical terms, some disciplines would be well served right now by the fully electronic library; in other fields, the shift to electronic resources is much slower. In part, this reflects government funding priorities. Steven Muller, former president of Johns Hopkins University, often commented on how much harder it was to raise funds for humanities programs than for the medical school. "No one ever died of English," he used to say. (Of course, he hadn't suffered through some of the meetings that I've attended!)

For all of these reasons, libraries today are under intense pressure to create a more sophisticated information environment, and at the same time to keep up with the arduous task of organizing and preserving their paper-based resources—all in a context of severe fiscal constraint.

Clearly, building tomorrow's library will take a lot more than replacing card catalogs with computer terminals, or connecting computers to a variety of databases. It will require strenuous strategic planning. Institutions will face many difficult decisions. What do they want their libraries to look like in ten years? What trade-offs are they willing to make? (The challenges are cogently presented in a recent report titled *Preferred Futures for Libraries*, by Richard M. Dougherty and Carol Hughes, available from the Research Libraries Group, Inc., Mountain View, California.)

Building the library of the future will require not only technological changes, but also a fundamental change in the culture of the university. It will require closer collaboration between an institution's library and its academic computing center. And it will require much closer collaboration among colleges and universities. The kind of cooperation I'm talking about goes far beyond interlibrary loan programs. Institutions will have to join forces as they collect, expand, and organize their information resources, and as they link these resources with curriculum development.

Of course, the benefits of these changes will be seen over time. The digitization of information will relieve the truly awesome problems of space and preservation that libraries now face. At the same time, it may transform the ways that universities finance research and publishing.

As things stand, universities pay to have knowledge produced by subsidizing research. Then they pay for this knowledge many times over by subscribing to journals and buying books. As electronic methods of publication become widespread, universities may take more responsibility for disseminating the research they have supported. Of course, they will have to work out the tricky matter of whether other institutions will pay for access to those publications, or for ownership. And they will need new procedures for refereeing publications and compensating authors. But they will probably realize substantial savings from these changes.

The policies of tomorrow's libraries will raise political issues. Equal access to information resources may well become a major issue on campuses across the nation in coming decades. Information is power in today's world, and the impulse to limit access to information has been very strong in academia, as well as in other parts of our society.

Finally, building the library of the twenty-first century requires not only political change, but also pedagogical change. After all, we want to create a nation of learners, not a nation of information processors. As we build the virtual library, we will have to forge stronger links between the classroom and the library. Our goal is to help students gain the skill they will need most in the next century: learning how to learn—not only how to access information, but how to grapple with its meanings.

Feminist Scholars Ask Whether Sparring Marks Healthy Debate or a 'Catfight'

Continued From Preceding Page

admirers, including one who calls her "the Jerry Brown of academic feminism." (She likes the comparison, but also mentions Annie Oakley and Katharine Hepburn.)

In *Sexual Personae: Art and Decadence from Nefertiti to Emily Dickinson*, Miss Paglia argues that women have always had power precisely because of their sexuality. She credits men with creating civilization's greatest works of art and literature—the result, she says, of their struggle to free themselves from their mothers and other women. She has also accused feminist scholars of producing shoddy scholarship, trying to create a sexless society, and rejecting those who question their "dogma."

Alison Bernstein, associate dean of the faculty at Princeton University, says she doesn't see the latest debates in academic feminism as "catfights," as some observers have described them. But, she says, "the part that gets tricky is when the men enjoy when the women duke it out."

Says Alice Kessler-Harris, a history professor and director of women's studies at Rutgers University: "There will always be people who will argue that feminism has to present a united front, and if it doesn't, people will talk about women mud wrestling."

She adds: "That does not mean that's the sort of tenor in academic feminism in general."

Impact on 'Ordinary' Women

Many feminist scholars contend that with all the media attention to lightning-rod figures like Miss Paglia and Ms. Sommers, little attention has been paid to the most pressing debate among feminists: how to deal with the concerns of women of all races, classes, and nationalities.

In addition, these scholars say, theoretical research that has had a real impact on "ordinary" women has been overlooked by critics. Kristin Luker, a sociology professor at the University of California at Berkeley, says her book *Abortion & the Politics of Motherhood* is an example of that link. She says that gender studies gave her a base from which to do research on an issue that has profoundly affected American women. Her book examines the abortion issue from both sides of the debate.

Other scholars believe that the battles are a healthy and expected evolutionary outgrowth of a movement that has grown in numbers and diversity. Public attention, they say, comes with the territory.

Still other feminist scholars are pleasantly surprised by the level of today's debates. They applaud the publicity for exposing what they believe to be the shortcomings of much feminist scholarship, the problems of many women's-studies programs, and the existence of an "old-girl network." These professors complain that those in power have long determined which debates should be heard. They argue that the current debates do indeed reflect genuine concerns of many feminists on campuses.

"One reason Camille Paglia is getting all the attention she's getting is because she's saying out loud a lot of things that a lot of people have thought for a long time," says Jean Bethke Elshtain, a political-science professor at Vanderbilt University. "That is, that on some campuses there has

Campus and Independent Humanities Centers Now Lead in Providing Fellowships for Research, Study Finds

By CAROLYN J. MOONEY

Humanities centers are playing an increasingly important role in providing research fellowships, a new report says. Independent and campus-based centers now provide a majority of the humanities stipends awarded annually, says the report by the American Council of Learned Societies.

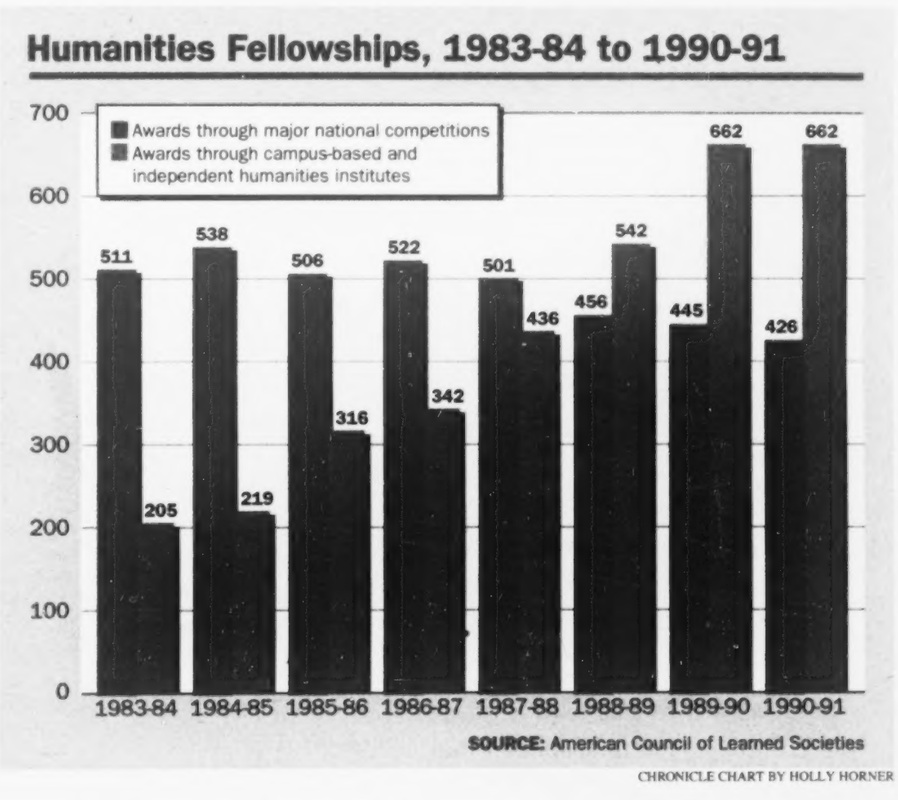
In academic 1990-91, such centers awarded 662 fellowships, up from 205 in 1983-84. In that period, the number of fellowships awarded by the four major national programs—the National Endowment for the Humanities, the John Simon Guggenheim Memorial Foundation, the National Humanities Center, and the American Council of Learned Societies—fell from 511 to 426.

The money available for all fellowships rose from $12-million to nearly $18-million in that period. Although the four national programs still provided a majority of fellowship dollars in 1991—they made fewer, but bigger, awards than the centers—their share of funding had fallen since 1983.

Despite the increase in funds and the number of stipends, the report paints a somber picture of research support in the humanities. "The unwillingness of so many private foundations, to say nothing of corporations and the federal government, to provide more long-term assistance with fellowship funding is thus shortsighted," it concludes.

Not a Solution

Douglas Greenberg, vice-president of the ACLS and the report's author, was quick to argue that the growing role of the humanities centers should not be seen as offsetting the shrinking role of the national programs. For one thing, he said, campus centers provide much lower stipends, often make awards only to scholars at their home institution, and may restrict awards to certain types of scholarship. Their main beneficiaries are scholars on campuses where such centers are located, he said.



CHRONICLE CHART BY HOLLY HORNER

The report also says that because the number of scholars seeking fellowships has risen significantly since 1983, awards are just as difficult to obtain.

53 Centers Are Included

The report discusses trends in fellowship funding since 1983. A draft released last year (*The Chronicle*, May 8, 1991) focused mainly on the four national fellowship programs. The final report includes statistics on 38 campus-based humanities centers and 15 independent centers.

Among its other conclusions:

- While financing for the four major national programs has increased slightly since academic 1983-84, fewer people are receiving grants, and the grants are worth less.
- Those seeking fellowships from humanities centers had a one-in-five chance of winning one in 1991, but only one in every 11.5 applications for a national award was successful.

One explanation for the growing demand might be that some institutions have cut back on paid leaves, forcing scholars to seek support elsewhere, Mr. Greenberg said. But he also suggested that the demand provided evidence of scholarly vitality among humanities professors.

Copies of the report, "Fellowships in the Humanities, 1983-1991," are available for $4 each from the American Council of Learned Societies, 228 East 45th Street, New York 10017-3398; (212) 697-1505. ■

AN 'EDUCATION GOVERNOR'?

Amid Some Grumbling, Clinton Wins Praise for His Reforms of Arkansas Education

By GOLDIE BLUMENSTYK

LITTLE ROCK, ARK.

Bill Clinton, the probable Democratic Presidential nominee, can lay honest claim to the title "education governor," educators here say.

Since recapturing the Arkansas Governor's office in 1983, Mr. Clinton has made education the central focus of his administration and has built a substantial record.

At his direction, the state raised teacher salaries and required teachers to pass a competency exam to keep their jobs. Arkansas instituted standards that required all public schools to offer college preparatory courses in mathematics and sciences and pushed laws to make colleges accountable for what their students learn.

Mr. Clinton has encouraged students to go to college by establishing new scholarship programs, revamping technical colleges, and sponsoring annual receptions for high-school valedictorians.

Two of the three times he tried, Governor Clinton even managed to get money for his reforms by pushing tax increases past a stubborn General Assembly.

Questions About Taxes

Despite the progress, it is uncertain whether Mr. Clinton's reforms, particularly in higher education, have made a difference. Some here say that his reluctance to challenge powerful business interests, particularly in the poultry and natural-gas industries, led him to depend too heavily on regressive sales taxes to finance those reforms.

The one time he did raise corporate taxes, in 1991, the result was a modest half-per-cent increase, tied to an overhaul of technical schools that had been sought by business and industry.

Even with the tax increases, some higher-education officials say their institutions lack the resources to pay premium salaries or acquire special equipment or materials. Governor Clinton has increased state spending on research, but Arkansas cannot afford the extensive array of research programs that have helped other Southern states, such as North Carolina and Virginia, attract high-technology industries. And supporters of the state's public black college grumble that the Governor has not fervently championed their institution's needs.

"The core of what we have is probably very decent," says Gary D. Chamberlain, director of the Arkansas Institute for Economic Advancement. Colleges and universities have enjoyed some good years financially, he says, but, on the whole, "we're not well-funded. It's not something new for us. We never have been."

ARKANSAS BUSINESS

Even with tax increases that the Governor pushed past a stubborn legislature, some college officials say their institutions lack the resources to pay premium salaries or acquire special equipment or materials.

Many of Best Students Eschew State Colleges

Some public-college faculty members also question whether Mr. Clinton could have accomplished more before 1991, the year many of his higher-education programs were finally passed and financed.

"We'd been disappointed until this year," says Thomas R. McKinnon, an economics professor at the University of Arkansas at Fayetteville.

State officials themselves concede that many of the state's best students eschew Arkansas public colleges. About 15 per cent of the high-school graduates pursue their higher education outside the state—just as Governor Clinton did. Mr. Clinton is a graduate of Georgetown University and studied at Oxford University as a Rhodes Scholar before receiving his law degree from Yale University Law School.

Bill Clinton was first elected Governor in 1978. He was defeated in 1980 (the term changed from two years to four in 1986), and was elected again in 1982. After assuming office in January 1983, Mr. Clinton began a decade-long crusade to improve education in the state.

Sweeping Package of School Reforms

The efforts were prompted in part by an Arkansas Supreme Court ruling that struck down the state's formula for financing its public schools. The Governor's wife, Hillary Rodman Clinton, a lawyer who, like her husband, taught briefly at the University of Arkansas law school in the mid-1970's, chaired a key committee that helped develop many of the new school rules.

The result was a sweeping package of school reforms, financed with a one-cent increase in the state sales tax,

Continued on Page A26

Court Won't Reconsider Decision Making It Difficult for Public Colleges to Offer Minority Aid

By SCOTT JASCHIK

The full U.S. Court of Appeals for the Fourth Circuit has refused to consider an appeal of a decision that many educators believe would make it difficult for states or public colleges to offer scholarships that are restricted to members of certain ethnic or racial groups.

A three-judge panel of the court ruled earlier this year that past discrimination by a state did not necessarily justify offering minority scholarships. The ruling is believed to have been the first at the appellate level dealing with the issue.

Many public institutions in the 19 Southern and border states that at one time operated racially segregated higher-education systems now offer minority scholarships as part of plans to attract black students to formerly all-white institutions. Some states also offer minority scholarships.

2 Options for University

The case involved a scholarship program for black students at the University of Maryland at College Park. A Hispanic student there, Daniel J. Podberesky, sued the university after he enrolled in 1989, charging that the scholarship program denied him his Constitutional rights to equal protection.

Last year, a district court ruled in the university's favor, citing Maryland's past segregation as one justification of a scholarship program reserved for black students. But the three-judge panel of the appeals court said that past discrimination alone was "not sufficient." To offer a minority scholarship program on that basis, it said, a college or university must demonstrate "some present effect of this past discrimination that the program is designed to redress."

"There seems to be a rather dramatic clash between sound educational policy in this area and what seems to be the current state of the law."

The university, which had asked the full appeals court to consider the case, now has two options: It can return to district court and try to meet the more difficult legal standard set by the appeals court to justify the program, or it can appeal the decision on the legal standard to the Supreme Court.

Kathryn R. Costello, vice-president for institutional advancement at College Park, said last week that no decision had been made.

Many college officials have been watching the case, fearing that the high standard set by the appeals court could make it difficult for any college to justify having a minority-scholarship program. Sheldon E. Steinbach, general counsel for the American Council on Education, said: "There seems to be a rather dramatic clash between sound educational policy in this area and what seems to be the current state of the law."

The council filed a brief on behalf of the University of Maryland in the most recent appeal, and Mr. Steinbach said it would probably help the university with a Supreme Court appeal, as well. But he said he was not optimistic that the Supreme Court—given its current make-up—would overturn the appeals-court ruling.

'This Bodes Very Well for Us'

Mr. Steinbach also said the ruling, and the Fourth Circuit's refusal to reconsider it, could strengthen the hand of Education Secretary Lamar Alexander, who is preparing guidelines for colleges to follow on minority scholarships. A proposed version of those guidelines, released late last year, would bar most minority scholarships.

Richard A. Samp, a lawyer for Mr. Podberesky, said he was delighted by the latest turn of events. He predicted that—one way or another—the university would be forced to abandon its scholarship program for black students. Mr. Samp is chief counsel to the Washington Legal Foundation, a group that has been fighting minority scholarships.

"Given that the Fourth Circuit in recent years has switched from a liberal court to a conservative court, and that that is mirrored on the Supreme Court, this bodes very well for us," he said. ■

Clinton Wins Praise, Some Criticism, for Education-Reform Efforts in Arkansas

Continued From Page A23

which brought it to 4 per cent. Most of the money went toward public schools, with noticeable results. In 1982, 35 per cent of all high schools didn't offer advanced mathematics, 32 per cent didn't offer chemistry, 54 per cent didn't offer physics, and 47 per cent didn't offer foreign languages. Today all high schools offer those subjects.

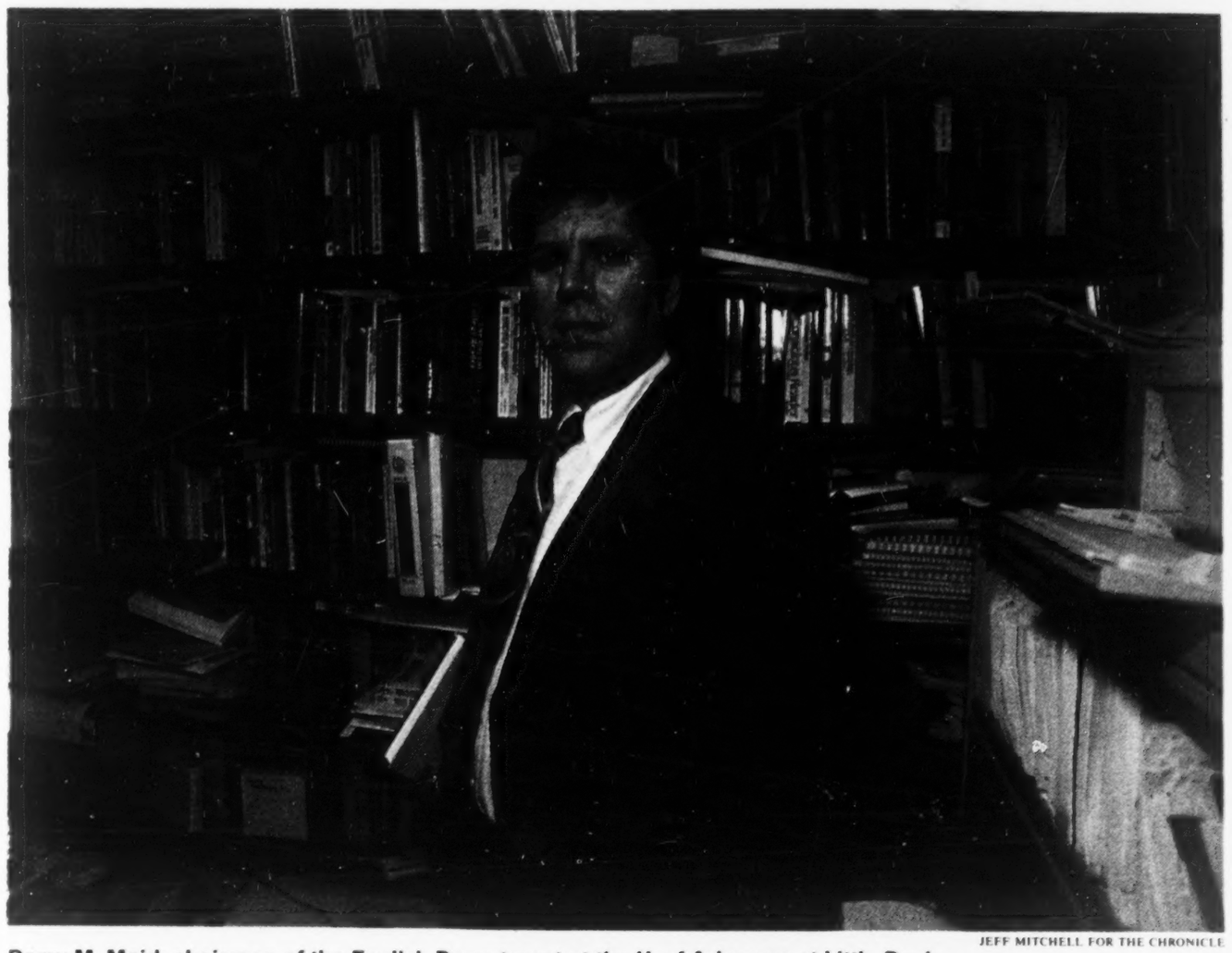
The Governor's supporters say those early efforts have helped higher education by better preparing students for college. "He's concentrated on the supply side," says Diane Blair, a friend of Mr. Clinton's and a professor of political science at the University of Arkansas at Fayetteville. Ms. Blair, who is now working for the Clinton campaign, says the reforms "were essential for any real improvement in higher education."

Measurable Results

Some results of those earlier reforms are now measurable.

The college-going rate (which the state calculates by counting the number of high-school graduates who go on to Arkansas public and private colleges in the fall following their graduation) has increased from 38 per cent to 51 per cent since 1983.

That alone is noteworthy, says Mark D. Musick, president of the Southern Regional Education Board. "That is a major change for a state. That's the kind of change that has long-term benefits."



JEFF MITCHELL FOR THE CHRONICLE

Barry M. Maid, chairman of the English Department at the U. of Arkansas at Little Rock: "We're better off now than when I got here 11 years ago."

But along with an improved college-going rate, Arkansas has found that a high proportion of the freshmen at public colleges require remedial work: Last fall, more than 54 per cent were placed in remedial mathematics courses, 38 per cent in remedial English courses, and 34 per cent in remedial reading courses, state records show.

The percentage of students requiring remedial English and mathematics has risen slightly in recent years. State higher-education officials say the increase is due partly to the phasing-in of higher standards. In 1989 students who did not score above 15 on the American College Testing Program exam were required to take remedial classes. Now, the ACT cut-off score is 19.

Because states assess entering students differently—or not at all—comparing Arkansas with other states is an imperfect exercise. Mr. Musick, however, says Governor Clinton deserves credit for his approach to remedial education.

"Arkansas is one of the few states that has forthrightly faced the issue of remedial education," he says. A 1987 law requires colleges to assess entering students and report back to the high schools on how their graduates fared.

'Reaping the Harvest'

Diane Gilleland, the state's director of higher education, says students who have taken the proper preparatory courses do better on the ACT—and, in the past four years, there has been a 29-percent increase in the number of students who take such courses. "We're just now beginning to reap the harvest of these courses' being in place," she says.

Ms. Blair says Mr. Clinton deserves credit for the benefits that trickled down to higher education from the 1983 reforms. He also deserves praise, she says, for his unpopular insistence that one-quarter of the new revenue from the 1983 sales-tax increase be set aside for colleges and universities.

After 1983, political opponents of Mr. Clinton accused him of "diverting" money to higher education, "as if that was some kind of fatal flaw," recalls Ms. Blair.

Yet the issue of college and university financing has been a sore point for higher-education officials here. The biennial budgets enacted between 1985 and 1991 were spare.

As recently as 1989 the state's Board of Higher Education ex-

New York Allows Military Recruiting at SUNY, Despite Armed Forces' Refusal to Recruit Gays

By JOYE MERCER

New York State's human-rights commissioner has cleared the way for the armed forces to continue recruiting on campuses of the State University of New York, even though an executive order bans state agencies from discriminating against people because of their sexual preference. The military does not accept homosexuals.

Margarita Rosa, the commissioner, ruled that a 1984 state law giving military and corporate recruiters equal access to SUNY campuses superseded Gov. Mario M. Cuomo's 1983 executive order forbidding discrimination. Her decision reversed a September ruling by her agency's Office of Lesbian and Gay Concerns that banned military recruiters from the law school at SUNY's Buffalo campus.

That decision, which was not enforced pending Ms. Rosa's review, set off a political fight in the state.

Policy Repeatedly Sustained

Gay-rights advocates hailed the September ruling. But Governor Cuomo said it was unenforceable. SUNY appealed the decision, arguing that the system could not require the military, as a third party, to abide by the executive order.

Ms. Rosa, who was appointed by Mr. Cuomo in 1990, agreed. She wrote that the military's policy barring homosexuals, "however repugnant or dubious in logic and deplorable in its results," has been repeatedly sustained in federal courts. Therefore, SUNY is not "aiding or abetting" discrimination by allowing military recruiters on its campuses, she said.

Brenda A. Mattar, president of the Lesbian and Gay Law Students Organization at SUNY at Buffalo, said Ms. Rosa's ruling was an example of "gay and lesbian students' being sold out."

Evan Wolfson, the lawyer for a woman who filed a complaint in 1990 with the human-rights office over military recruiting at SUNY, said his client was considering whether to take the matter to court.

Watched by Other Colleges

A SUNY spokesman, Ken Goldfarb, said university officials were satisfied with the decision, but that Chancellor D. Bruce Johnstone would "continue to push to see that the military opens its doors" to gays and lesbians. He acknowledged that the Buffalo campus had received grants from the Department of Defense—nearly $3.9-million in fiscal 1990-91—but denied charges by Ms. Mattar that the money had played a role in SUNY's opposition to the first ruling.

Mr. Wolfson, a lawyer for the Lambda Legal Defense & Education Fund, said Ms. Rosa's interpretation of state law made it impossible to enforce Governor Cuomo's executive order.

"SUNY could not say, 'We're going to allow everyone but the military to come and recruit.' But it can say, 'Every employer who does not discriminate can recruit,' " Mr. Wolfson said. "That would give the military the same access as other employers."

The SUNY case has been watched by colleges nationwide. In the fall of 1990, the Association of American Law Schools required its 158 members to ban recruiters who discriminate over sexual orientation. Last year a student sued the University of Minnesota's law school, which adheres to the policy, claiming that the ban of military recruiters infringed free speech. No First Amendment violation exists "where the university enforces an anti-discrimination policy," argued Donald M. Lewis, the university's lawyer. The case will be heard in June in federal court.

Ms. Mattar of the Buffalo gay-student group conceded that the New York ruling was a setback for gay rights there, but she played down the effect it could have elsewhere. She added that she did not believe the ruling would have an impact on similar efforts to eject the Reserve Officers Training Corps from campuses.

"There are a lot of efforts going on, especially at private institutions," she said. "Had we been successful, it would have been a major victory because of the size of SUNY. But I wouldn't call this a setback." ■

STATE NOTES

■ Panel drops charges against two-year-college presidents in Ohio

Saying it lacked jurisdiction, the Ohio Elections Commission has dismissed charges against 24 two-year-college presidents for questionable campaign donations to legislators.

The commission also said it had determined that the Ohio Technical and Community College Association was guilty of violating several campaign-reporting laws, including a requirement that it file a statement of expenditures.

More-serious charges against the association and its former director, Hal Roach, will be considered by the commission in May. The association and Mr. Roach have been charged with misrepresenting the source of thousands of dollars of campaign contributions made to state legislators by the colleges through the association.

Mr. Roach has denied wrongdoing. —GOLDIE BLUMENSTYK

■ Cal. regents reaffirm benefits package for departing president

The University of California's Board of Regents last week reaffirmed a controversial $2.4-million retirement package awarded to David P. Gardner, who has resigned as the university's president effective in October.

State politicians and student leaders complained that the package was excessive and ill-timed while the university is making severe budget cuts.

Placard-waving students hissed and hooted when Gov. Pete Wilson and other regents defended the package. The regents have said such packages are necessary to attract high-caliber people to the institution.

After the meeting, an investigation of an executive pension program for 22 top university administrators, including Mr. Gardner, was tentatively approved by the Legislature's Joint Audit Committee.

David A. Roberti, President Pro Tempore of the State Senate, said the regents seemed to be unaware that student fees had been increased 24 per cent this year and faculty salaries are frozen. "It's like they are living on Mars," he said.

—JACK McCURDY

pressed its displeasure publicly. In its *Arkansas Higher Education Plan 1989-94*, the board, made up mostly of Clinton appointees, declared "a crisis in higher education," and said: "We are well behind the region and the nation in almost every comparative measure of financial support for public higher education."

New taxes and other programs enacted in 1991, particularly an additional half-cent increase in the sales tax, are designed to remedy many of those ills.

A Politically Potent Group

The bulk of the new sales-tax revenue is being used to raise the salaries of public-school teachers—a politically potent group that Mr. Clinton alienated with his teacher-testing program in 1983.

Higher education is getting about $30-million from the tax. The money is being used to increase salaries and to create several new financial-aid programs. One of those is the Arkansas Challenge Scholarship Program, designed to encourage schoolchildren to prepare for college by promising all low- and middle-income students free tuition at a public college if they earn good grades.

Increasing financial aid has been

"Arkansas is one of the few states that has forthrightly faced the issue of remedial education."

a high priority of Mr. Clinton's. In 1982-83 the state was providing about $1.5-million for financial aid. By 1991-92, the amount had grown to more than $8.1-million.

During the 1991 session, lawmakers also approved Mr. Clinton's College Savings Bond program, which is designed to help families save for college and so far has provided about $72-million for new library acquisitions, scientific equipment, and major construction and maintenance projects at campuses across the state.

In addition, Arkansas is overhauling and upgrading its technical-education system, thanks in large part to the half-per-cent increase in the corporate income tax that also was also enacted in 1991. Fourteen of the state's 24 postsecondary vocational-technical schools are adding college-level courses and are expected to meet technical-college accreditation standards by 1997.

Some political activists here contend that Governor Clinton could do much more for education, without harming the well-being of most citizens, if he campaigned for a major increase in the tax on natural gas, which the poultry industry has helped to keep quite low. Says Brownie Ledbetter, president of the Arkansas Fairness Council: "He has got a lot of political capital. He sure as hell doesn't want to provoke the power structure."

Ms. Ledbetter served on a tax-reform commission appointed by Mr. Clinton that recommended changes in state tax laws. "Nobody even picked up our stuff and wrote bills on it," she says. "He never paid any attention."

Sole Public Black College

Supporters of the Governor say that he has risked political capital with his campaigns for tax increases and that it is unrealistic to expect more of him, given Arkansas's political traditions.

Another issue on which Mr. Clinton draws criticism is the state's treatment of its sole public black college, the University of Arkansas at Pine Bluff. "We needed some extra attention, which has not really been forthcoming under his administration," says Corliss Mays Howard, president of the institution's national alumni association. Ms. Howard says Arkansas is not living up to promises it made to the federal government in 1988, when the state was released from a federal desegregation lawsuit.

"We still don't offer professional degrees," she says, and the master's degrees that the state promised to create in the late 1980's were begun only a year ago. Also, she says, the state's assistance in providing housing for the institution's growing student body has not been adequate.

"I don't think he's done anything special, but he's been fair," says Ms. Howard.

State officials say the Governor has supported several efforts for Pine Bluff, including state financing for a new dormitory and a special annual allocation—$638,000 this year—above the amount it would receive under the state budget formula for "program enhancements."

The Whole Record

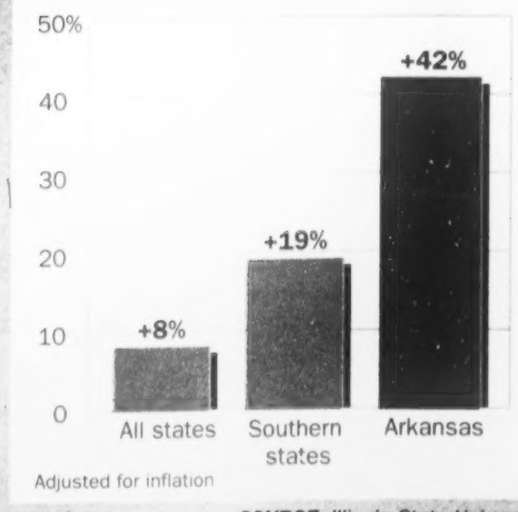
Others, taking Mr. Clinton's entire record into account, are more enthusiastic than Ms. Howard. "We're better off now than when I got here 11 years ago," says Barry M. Maid, chairman of the English Department at the University of Arkansas at Little Rock. He says the institutions still need more faculty positions, better salaries, and better equipment. But he is able to hire faculty members at competitive salaries, Mr. Maid says, and he has enjoyed consistent, if "not outstanding," raises, while colleagues in public colleges across the country endure pay freezes, layoffs, and budget cuts.

"We still have a crying need," Mr. Maid says. But "talking to friends in New York and Massachusetts and Virginia, I'm really happy to be in Arkansas." ■

Arkansas Higher Education in the Clinton Years

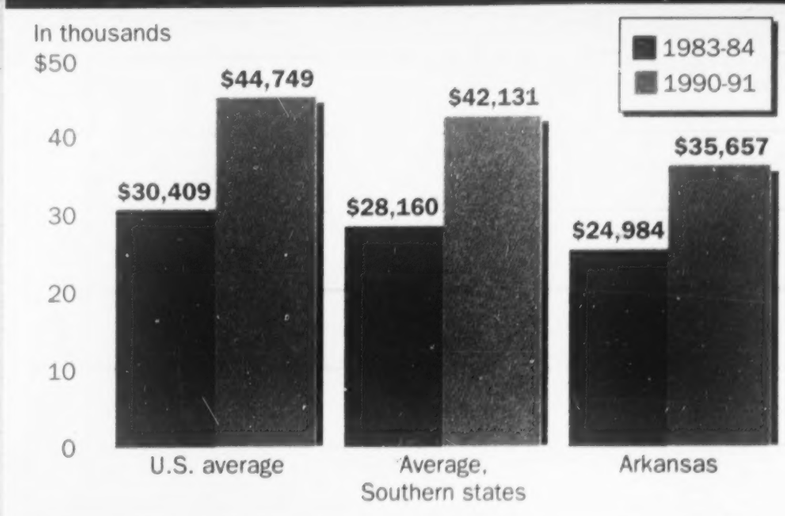
Gov. Bill Clinton

Change in State Appropriations for Higher Education, 1981-82 to 1991-92



SOURCE: Illinois State University

Average Faculty Salaries at Public 4-Year Colleges and Universities



SOURCE: Southern Regional Education Board

1. Arkansas State University–Jonesboro
2. Arkansas State University–Beebe
3. Arkansas Tech University–Russellville
4. East Arkansas Community College–Forrest City
5. Garland County Community College–Hot Springs
6. Henderson State University–Arkadelphia
7. Mississippi County Community College–Blytheville
8. North Arkansas Community College–Harrison
9. North West Arkansas Community College–Bentonville
10. Phillips County Community College–Helena
11. Rich Mountain Community College–Mena
12. Southern Arkansas University–Magnolia
13. Southern Arkansas University–El Dorado
14. Southern Arkansas University Tech–Camden
15. University of Arkansas–Fayetteville
16. University of Arkansas–Little Rock
17. University of Arkansas for Medical Sciences–Little Rock
18. University of Arkansas–Monticello
19. University of Arkansas–Pine Bluff
20. University of Central Arkansas–Conway
21. Westark Community College–Fort Smith

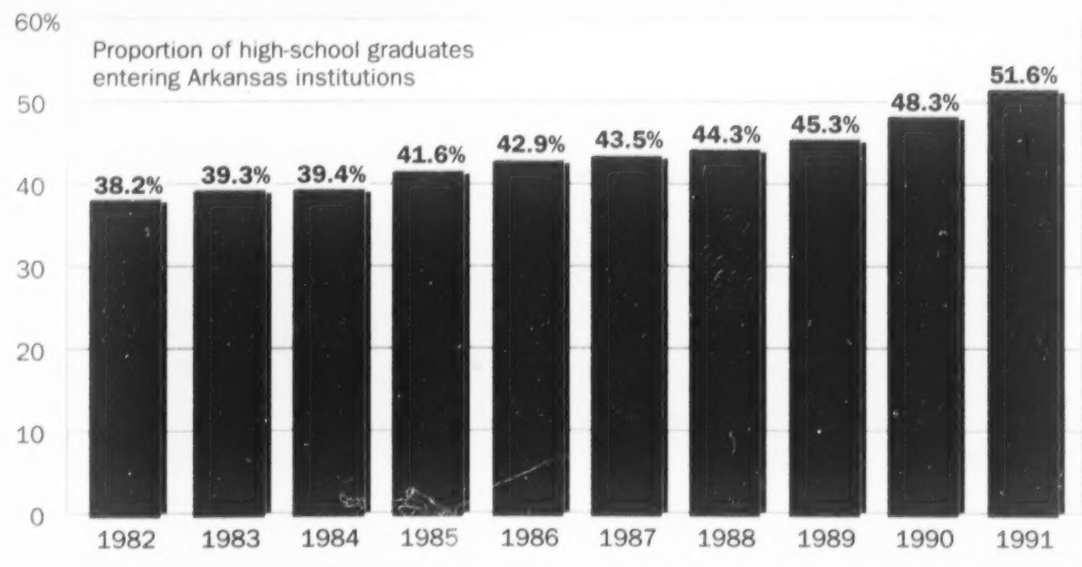
Fall Enrollment in Public Higher Education

	Total	Black	
		Number	Pct. of total
1983	65,037	8,673	13.3%
1984	64,487	8,644	13.4
1985	66,131	9,066	13.7
1986	67,381	9,017	13.3
1987	68,512	8,995	13.1
1988	70,575	9,117	12.9
1989	73,035	9,423	12.9
1990	77,554	9,826	12.6
1991	81,121	10,767	13.2

SOURCE: Arkansas Department of Higher Education

These charts and the list of 21 public colleges and universities exclude 14 vocational schools being converted to technical colleges.

College-Going Rates



SOURCE: Arkansas Department of Higher Education

CHRONICLE CHART BY HOLLY HORNER. PHOTOGRAPH BY WIDE WORLD

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Quote, Unquote

News Summary: Page A3

"Trying to keep secrets in the world of graduate education and research is a sure ticket to mediocrity. The idea that we can somehow build an information wall around this country is very shortsighted."
The graduate-school dean at the U. of Washington: A27

"The point of studying ancient culture is not to discover ourselves in the past, but to understand the history of civilization, in all its variety."
A professor of humanities: A52

"I think a lot of people here feel beaten up. But they're not defeated."
Stanley Aronowitz, at the Socialist Scholars Conference: A19

"The reality is that abortion in the medical community is a low-status, low-interest procedure that often comes with controversy or community pressure. More and more it seems to be disappearing from the training agenda."
An assistant professor, on teaching future doctors how to perform abortions: A39

"The 'first wave' of educational reform in the early 1980's, calling for skills and standards, has been aptly (if cruelly) summarized as 'getting the little buggers to work harder.' "
A professor of education, on the rhetoric of school reform: B1

"Everything just hit the fan this spring. There are rallies and demonstrations almost every day. It's an extremely volatile atmosphere."
The president of the Harvard Black Law Student Association: A39

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SSC LABORATORY

Supercollider Consortium Faces a Storm of Criticism

The Universities Research Association, a group of 79 universities overseeing the construction of the Superconducting Supercollider near Dallas, has been accused of lax management and inexperience. Above, the site of a magnet delivery shaft. Story on Page A30.

States Turn to Community Colleges as Route to Bachelor's Degree as 4-Year Campuses Face Tight Budgets and Overcrowding

By JOYE MERCER

Overcrowding on four-year campuses and tight education budgets are causing states to look seriously at the community college as a cheaper, more accessible route to a bachelor's degree for a growing number of students.

This year in Florida, lawmakers may vote to provide grants to private colleges that agree to accept transfer students from community colleges. Florida may also study the possibility of offering baccalaureate degrees at some two-year colleges.

Proposals in Utah and California

In Utah next fall, Utah Valley Community College will present plans to state officials to offer bachelor's-degree programs, some of which may be condensed to three years, to help ease the crowding at four-year colleges.

In California, legislators are considering adopting a formal policy under which students accepted into the state's public universities would be "redirected," on a voluntary basis, to community colleges. Students would indicate during the application process whether they would be amenable to spending their first two years at a community college. If they chose that option, spaces at four-year campuses in California would be promised to them for upper-division work.

Other states may not be far behind in considering similar measures. Patrick M. Callan, a California consultant on higher-education policy, says those options will become increasingly popular as states such as Arizona, Georgia, Texas, Virginia, and Washington deal with the double whammy of high growth and diminished resources. Mr. Callan has served in the past as higher-education commissioner in California, Montana, and Washington State.

"Two or three years ago, I would have considered converting community colleges to four-years a bad idea," Mr. Callan says. Such a conversion might lead community colleges to place less value on teaching and more on research, he says.

But he adds: "If the alternative is to tell people they won't have the chance to get a baccalaureate degree, then we have to use all the resources we have."

'Resources Are Not There'

Other educators, however, say that state officials should be wary of allowing non-academic issues, such as a state's economic woes, to drive education policy.

"Just when we have a generation of students who have been encouraged to go on to higher education, the resources are simply not there to serve them," says Aims C. McGuinness, director of higher-education

Continued on Page A28

Socialist Scholars Take Stock of Political Assumptions

At a recent conference, City University of New York's Frances Fox Piven (right) and other speakers suggested that future leftist movements would be organized around race and gender as well as class—something Karl Marx did not foresee.

STORY ON PAGE A19

CARRIE BORETZ FOR THE CHRONICLE

MARGINALIA

A campus librarian received this notice from the Fairfield Library Administrators Group:

"Annual Meeting, June 12 . . . 'Libraries in the Fiscal Crisis: Are we spending too much?'

"Lunch included: $38.00 per person."

The campus librarian tells us: "I did not attend the FLAG luncheon, so I don't know if the group decided that libraries were spending too much. I had decided *I* would be spending too much if I went."

■

Hugh Rank, of Governors State University, recently offered free copies of a teaching aid called "The 30-Second Spot Quiz" and received in return a request for "The 32nd Pot Quiz."

Mr. Rank wonders about the requester: "Did he inhale?"

■

Members of the American Council on Education and the Association of Governing Boards of Universities and Colleges received this message from their presidents:

"To aid in its deliberations about higher education's prospects for the next 25 years, the [A.G.B.] Higher Education Issues Panel commissioned Arthur M. Hauptman to write a paper that forecasts the economic health of higher education in the early 20th century."

Because what's past is prologue?

■

Note in a newsletter from the Association of Jesuit Colleges and Universities:

"[Canisius] College has announced a $2.55 goal for the annual '122 campaign.' 90% of the funds raised go toward financial aid for students."

You're spoiling them.

■

From the annual report of the Linguistic Society of America, in the *LSA Bulletin:*

"As of December 1991, the Linguistic Society had 6,678 active members with good addresses."

We won't ask about the others.

■

From *The Today,* the student newspaper at Trinity Western University:

"The complex job of making a student's academic career a success fails to a large extent on the Academic Council."

That's calling a spade a spade.

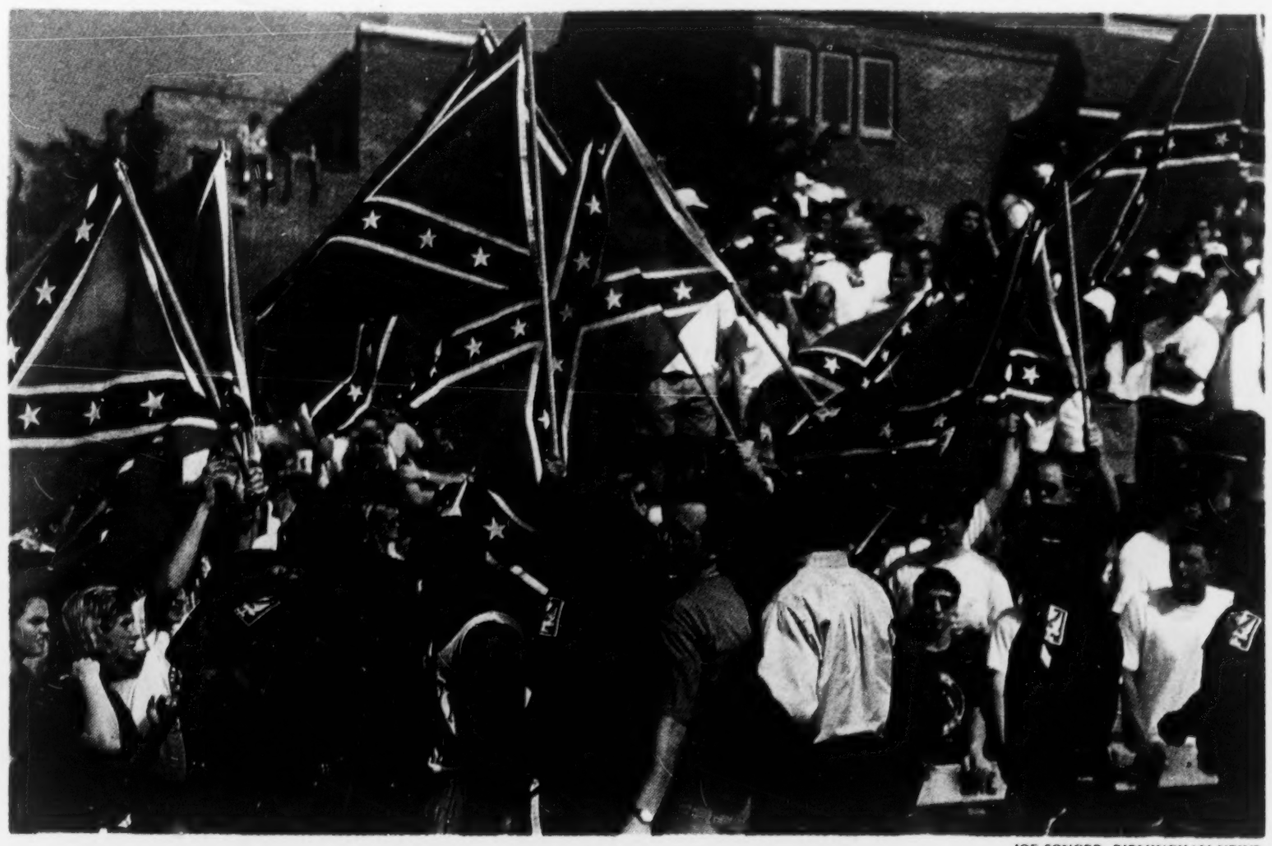
■

A listing in the faculty and staff directory at Rutgers University identifies the listee as "Director, Pre-Collage Programs."

Kindergarten, first semester?

—C.G.

In Brief



JOE SONGER, BIRMINGHAM NEWS

Fraternity's 'Old South' parade riles students at Auburn U.

AUBURN, ALA.—An Auburn University fraternity held its annual Old South parade despite protests from black students and others who say the event is offensive.

As many as 75 students temporarily blocked a street on the Auburn campus to protest the parade, which has been held by the Kappa Alpha fraternity for the last 76 years. The protesters said the parade celebrates the Confederate era without regard to the feelings of people whose ancestors were slaves at the time.

The fraternity agreed this year not to carry the Confederate flag in the parade, but the members wore Confederate Army uniforms. Members of another fraternity did bring Confederate flags to the parade.

An Auburn spokesman said the parade was a setback to the institution's efforts to attract more minority students to the campus. ■

Princeton takes clapper from bell after accident

PRINCETON, N.J.—The bell in Princeton University's Nassau Hall tower will ring no more. University officials have removed the bell's clapper following an accidental fall by a freshman who was trying to remove it as part of a traditional year-end ritual.

JEAN GWALTNEY

Geoffrey Macarthur was injured after he plunged 40 feet from the tower. Mr. Macarthur, who suffered a bruised lung, was trying to remove the clapper as part of a tradition that dates to the 1860's in which students take the clapper to try to silence the bell that marked the beginning of fall classes. University officials had removed the clapper before the start of classes last fall, but had replaced it after receiving a pledge from senior-class officers that no one would try to steal it.

"It's an important part of the day to have the bell ringing," said Justin Harmon, a university spokesman. "But we are concerned about the safety of our students." ■

Dance group accuses Boston U. of censorship

BOSTON—An arts group has accused Boston University of censorship over a clause in a rental contract for a campus auditorium that gives the institution the right to cancel a production if it deems the content objectionable.

The group, Dance Umbrella, declined to sign a contract containing the clause. It said campus officials were concerned about nudity in the performance.

Todd Klipp, general counsel for the university, dismissed the group's objections as a publicity stunt. "We have the right to know what is proposed to be performed and to decide whether we want to make available our facilities," he said. ■

AP/WIDE WORLD

Bush addresses Florida graduates

MIAMI—In his first commencement address of the year, President Bush spoke to nearly 1,700 graduates at Florida International University. He told them that their sense of optimism about the future was "the most precious resource of all" in helping him reform the nation's education, health-care, and legal systems and restore public trust in the federal government. ■

Los Angeles rioting forces campus closings

LOS ANGELES—Four California State University campuses, the University of Southern California, and all nine campuses of the Los Angeles Community College District were closed last week because of widespread rioting that broke out after four white police officers were acquitted in the beating of Rodney King, a black motorist. A citywide state of emergency was declared after extensive looting occurred, and freeways were closed. Officials also imposed a dusk-to-dawn curfew. No damage or injuries were reported at any of the campuses. ■

CLAIRE TESH, ARIZONA DAILY WILDCAT

Animal-rights activists arrested at U. of Arizona

TUCSON, ARIZ.—With mouse masks covering their faces, 10 animal-rights activists were arrested for trying to take over an office and for hanging a banner from the roof of the main administration building at the University of Arizona.

The protesters, representing the group Voices for Animals, included four University of Arizona students and one employee of the institution. They were charged with criminal trespass in the second degree and with interfering with the peaceful conduct of an educational institution, according to Brian Seastone, a campus police officer.

The protesters hung a banner reading, "Not just bigger cages, empty cages. Stop animal testing now." They threatened to occupy the office of Michael A. Cusanovich, vice-president for research. But before the demonstrators could take over the office, university officials called in campus security officers to remove them. ■

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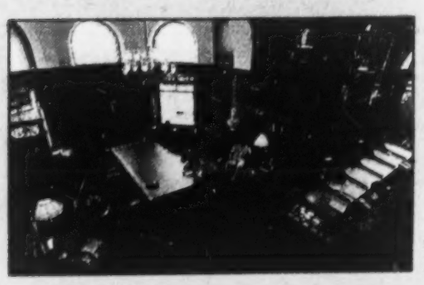
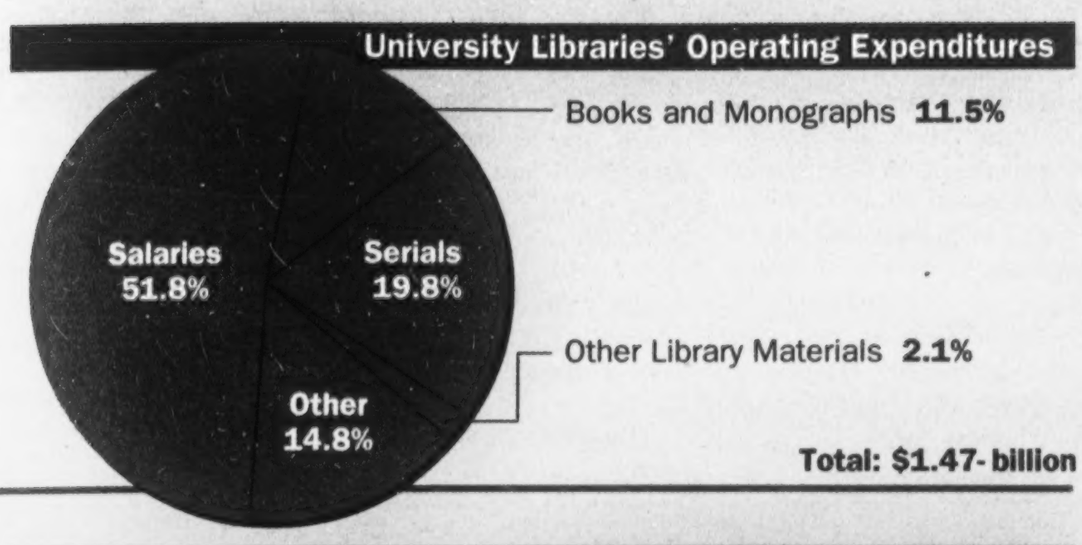


Cornell University

Holdings of Research Libraries in U.S. and Canada, 1990-91



University Libraries

	Rank[1]	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures[2]
Harvard U.	1	12,169,049	402,984	96,704	1,134	$50,249,192
U. of California at Berkeley	2	7,697,027	188,270	87,530	776	32,723,415
Yale U.	3	9,013,561	166,244	52,210	689	30,151,200
U. of California at Los Angeles	4	6,179,973	179,309	96,723	662	31,926,086
U. of Toronto	5	6,091,828	188,691	39,016	692	28,430,815
U. of Illinois at Urbana-Champaign	6	7,918,951	170,493	91,017	502	19,482,434
U. of Michigan	7	6,579,152	128,783	70,157	619	25,759,418
U. of Texas	8	6,505,219	215,341	52,182	596	19,447,403
Stanford U.[3]	9	5,987,592	142,689	50,157	536	31,697,862
Columbia U.	10	6,142,293	122,219	60,764	633	25,396,688
Cornell U.[3]	11	5,344,481	145,157	59,928	570	22,872,682
U. of Washington	12	5,065,669	153,014	53,408	511	22,379,841
U. of Wisconsin	13	5,133,457	111,900	49,626	521	23,020,227
U. of Minnesota	14	4,761,630	117,678	42,304	526	24,386,140
Indiana U.	15	5,099,250	156,020	38,782	475	19,931,037
U. of Chicago	16	5,328,849	140,573	46,976	389	16,083,176
Princeton U.	17	4,839,356	135,239	32,950	390	18,748,412
Pennsylvania State U.[3]	18	3,191,245	112,240	33,460	479	18,505,042
Duke U.	19	4,016,036	167,705	35,554	331	14,919,597
Rutgers U.[3]	20	3,302,416	97,601	28,161	512	22,592,499
Ohio State U.	21	4,517,095	99,734	32,151	474	17,020,796
U. of North Carolina	22	3,856,378	112,134	39,223	391	15,435,157
U. of Arizona	23	3,817,361	128,928	31,919	376	14,708,494
U. of Pennsylvania	24	3,756,762	95,568	32,118	388	17,640,959
U. of British Columbia	25	3,019,879	108,398	22,729	406	18,607,619
Arizona State U.[3]	26	2,712,934	114,349	33,899	415	15,548,558
New York U.	27	3,151,486	74,899	28,817	438	19,129,172
U. of Florida	28	2,966,891	110,496	27,831	439	15,028,682
U. of California at Davis	29	2,441,855	80,495	52,042	327	16,307,264
U. of Georgia	30	2,968,339	79,535	54,851	360	12,310,976
Northwestern U.	31	3,550,250	85,912	37,054	353	14,262,619
U. of Alberta[3]	32	3,179,572	88,920	23,096	377	15,655,603
U. of Virginia	33	3,266,649	93,717	25,365	340	15,185,994
U. of California at San Diego	34	2,055,113	123,304	23,784	373	16,286,677
Johns Hopkins U.	35	2,902,881	75,729	20,677	339	17,866,060
U. of Southern California	36	2,685,444	67,119	36,844	358	15,231,319
Wayne State U.	37	2,578,970	205,836	24,658	238	11,990,794
U. of Pittsburgh	38	2,962,991	94,481	23,045	354	13,483,938
U. of Kansas[3]	39	2,960,765	79,583	28,902	330	12,132,493
Michigan State U.	40	2,811,363	81,083	28,142	314	12,931,442
McGill U.	41	2,570,377	70,614	17,812	324	14,684,399
U. of Maryland	42	2,119,523	71,330	22,825	348	15,667,442
U. of Iowa	43	3,174,269	77,204	18,514	283	12,653,125
U. of Hawaii	44	2,573,224	73,902	38,363	235	10,346,925
State U. of New York at Buffalo	45	2,654,744	69,519	23,292	289	12,306,444
U. of Connecticut	46	2,323,672	83,526	22,337	231	13,651,521
Vanderbilt U.	47	1,981,132	88,821	19,092	301	11,901,787
Washington U.	48	2,642,917	70,316	18,931	266	12,316,487
Texas A&M U.	49	1,962,346	71,944	25,428	308	11,531,165
Emory U.	50	2,101,967	64,039	22,287	263	13,545,980
U. of California at Santa Barbara	51	2,043,462	54,576	30,181	250	12,451,601
Georgetown U.	52	1,855,343	60,718	23,842	296	12,489,462
U. of Western Ontario	53	2,011,123	68,608	17,033	287	12,226,627
U. of Colorado	54	2,349,410	64,816	26,563	229	11,372,486
Boston U.	55	1,809,437	54,835	29,437	273	10,784,047
U. of Laval	56	1,855,291	64,424	15,841	264	12,223,185
U. of Notre Dame	57	2,094,598	107,735	20,231	198	9,039,620
Florida State U.	58	1,936,507	116,660	18,751	244	8,891,332
U. of Kentucky	59	2,212,083	56,597	27,902	271	9,646,307
U. of New Mexico	60	1,760,646	61,238	18,230	347	12,160,872
Massachusetts Institute of Technology	61	2,223,822	55,015	21,577	245	10,513,389
U. of Cincinnati	62	1,791,905	56,874	20,554	310	12,475,557
York U. (Ontario)[3]	63	1,901,562	59,262	19,917	257	11,953,108
Howard U.	64	1,832,793	49,934	26,149	233	10,695,404
Louisiana State U.	65	2,874,571	57,360	19,815	251	8,756,965
U. of Illinois at Chicago	66	1,695,329	46,695	17,593	294	11,806,890
U. of Delaware	67	2,014,431	63,597	23,471	214	9,492,250
Purdue U.	68	1,968,656	50,619	18,238	271	10,165,748
Brown U.	69	2,503,827	45,798	14,792	274	11,144,301
U. of Tennessee	70	1,914,674	46,101	22,972	258	9,113,296
Brigham Young U.	71	2,132,747	72,848	18,358	360	10,160,063
U. of Missouri	72	2,528,304	47,159	17,395	232	9,100,508

University Libraries (continued)

	Rank[1]	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures[2]
U. of Miami	73	1,739,855	51,526	18,349	239	$10,478,437
U. of California at Irvine	74	1,500,867	52,251	19,522	234	12,074,992
U. of South Carolina	75	2,476,527	48,443	20,552	208	8,484,026
U. of Nebraska	76	2,059,989	49,193	20,776	211	8,854,221
U. of Rochester	77	2,734,373	52,816	13,199	230	8,839,303
State U. of New York at Stony Brook	78	1,752,232	52,243	20,841	222	9,542,641
Iowa State U.	79	1,914,946	44,848	21,467	227	9,882,345
Syracuse U.	80	2,352,547	32,829	16,733	255	9,717,897
Dartmouth College	81	1,873,324	52,880	21,083	185	8,973,917
Temple U.[3]	82	2,107,910	48,862	15,414	220	9,794,213
Queen's U. (Kingston)	83	1,838,616	44,270	15,866	206	10,155,316
Southern Illinois U.	84	2,144,277	50,092	17,831	234	8,472,995
Virginia Polytechnic Institute and State U.	85	1,754,830	54,735	16,265	230	9,149,801
McMaster U.	86	1,596,911	46,214	15,291	207	9,972,287
Kent State U.[3]	87	2,428,223	47,639	14,038	252	8,191,726
U. of Oregon	88	1,931,789	48,250	18,776	217	8,948,119
U. of Waterloo[3]	89	1,625,111	44,707	15,364	199	9,361,047
Tulane U.[3]	90	1,851,203	50,735	17,236	185	8,243,450
Washington State U.	91	1,644,342	39,714	23,017	209	8,619,267
U. of Saskatchewan	92	1,459,334	65,368	13,700	181	8,631,855
U. of Massachusetts	93	2,445,150	47,969	13,807	186	8,053,151
U. of Manitoba	94	1,552,507	41,785	12,465	228	9,826,152
U. of Alabama	95	1,863,474	53,318	17,945	182	7,759,687
U. of Utah	96	1,870,457	58,970	12,144	217	7,833,002
U. of Oklahoma	97	2,335,957	44,814	17,440	189	7,558,792
Colorado State U.	98	1,372,670	153,978	11,730	137	6,707,827
U. of Guelph	99	1,964,118	63,702	13,473	160	6,703,676
Oklahoma State U.[3]	100	1,595,257	67,480	18,276	186	7,079,749
North Carolina State U.	101	1,407,875	42,710	16,860	219	8,647,259
U. of California at Riverside	102	1,916,286	48,897	12,483	170	7,562,642
State U. of New York at Albany[3]	103	1,310,993	43,164	17,218	177	8,454,102
Case Western Reserve U.	104	1,732,430	36,320	15,311	168	7,481,451
Georgia Institute of Technology	105	1,697,021	49,940	22,227	110	5,520,979
U. of Houston	106	1,648,921	27,927	14,862	197	6,914,297
Rice U.	107	1,501,162	39,884	12,340	128	6,407,061

Non-University Libraries

	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures[2]
Boston Public Library	5,904,605	260,673	16,923	588	$28,421,160
Canada Institute for Scientific and Technical Information, Ottawa, Ontario	2,305,513	53,599	30,474	225	22,198,937
Center for Research Libraries, Chicago	3,017,716	46,296	13,548	72	2,900,444
Library of Congress, Washington	22,036,877	289,446	150,000	5,045	307,102,000
Linda Hall Library, Kansas City, Mo.	663,372	16,100	12,800	61	3,548,000
National Agricultural Library, Beltsville, Md.	2,104,735	38,054	23,010	235	16,798,000
National Library of Canada, Ottawa, Ontario	1,461,485	117,530	45,429	498	31,585,432
National Library of Medicine, Bethesda, Md.	2,000,511	43,237	27,405	289	23,670,336
New York Public Library, New York	6,624,748	125,459	156,615	801	38,149,640
New York State Library, Albany, N.Y.	2,177,147	27,214	20,250	208	9,960,650
Newberry Library, Chicago	1,439,324	6,297	6,297	107	5,956,168
Smithsonian Institution, Washington[3]	1,120,741	21,391	14,383	125	5,606,502

Note: Institutions are asked to report figures for their main campuses only, unless a branch campus is indicated. The amounts listed under "volumes in library," "volumes added," and "current serials" may include materials not counted in previous years because of a 1990-91 revision in the method of reporting government documents.

[1] Based on an index developed by the Association of Research Libraries to measure the relative size of university libraries. The index takes into account the number of volumes held, number of volumes added during the previous fiscal year, number of current serials, total operating expenditures, and size of staff, excluding student assistants. It does not measure a library's services, the quality of its collections, or its success in meeting the needs of users.

[2] Figures for Canadian libraries are expressed in U.S. dollars.

[3] Includes branches as well as the main institution.

SOURCE: Association of Research Libraries

CHRONICLE CHART BY JOJO GRAGASIN